

2. Dörnyei Z. Motivational strategies in the language classroom. Cambridge: CUP, 2001.
3. Arnó-Macià E., Aguilar-Pérez M., Tatzl D. Engineering students' perceptions of the role of ESP courses in internationalized universities //English for Specific Purposes. - 2020. - Vol.58. - P.58-74.
4. Emadeldin O.A.Y. Designing an ESP Course for Medical Learners Based on Need Analysis// International Journal of English Research. 2020.- Vol.6; Issue 2. - P.15-21.
5. English for Specific Purposes Instruction and Research. Current Practices, Challenges and Innovations/Eds. N. Kenny, E.E. Işık-Taş, H. Jian.-Palgrave Macmillan Cham, 2020. - 319 p.
6. Erlangga F., Setiawan S., Anam S. Developing ESP students' online text reading performance and strategies in small group discussion// LITERA. - 2024. - 23.
7. Gardner R.C. Motivation and Second Language Acquisition// Porta Linguarum. - 2007.- Vol.8. -P.9-20.
8. Hoekje B.J. Medical discourse and ESP courses for international medical graduates (IMGs)// English for Specific Purposes. 2007.- Vol. 26, Issue 3. - P.327-343.
9. Indasari N., Fajriyah L., Rosyidi A. Strategies for improving ESP learners' language skills. //Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah. - 2024. - Vol.7(1). - P.41-51.
10. Micinova I. Engaging Students in Doing Research – Evaluation of the ESP Course Project Learning Outcomes // CASALC Review. - 2023. - 13. - P.5-22.
11. Nan Hu, Min Chen Improving ESP Writing Class Learning Outcomes Among Medical University Undergraduates: How Do Emotions Impact? // Front Psychol. - 2022. - 13: 909590.
12. Nasiri E., Khojasteh L. Evaluating panel discussions in ESP classes: exploring international medical students' and ESP instructors' perspectives through qualitative research//BMC Medical Education. - 2024. - Vol. 24, Article number: 925.
13. O'Malley J.M., Chamot A.U. Learning strategies in second language acquisition. - Cambridge, UK: Cambridge University Press, 1990.
14. Shumeiko N., Nypadymka A. ICT-supported students' independent work in the ESP context: the new reality in tertiary education //Advanced Education. - 2021. - 8(18). - P.79-91.
15. The CEFR Levels / Common European Framework of Reference for Languages (CEFR) <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

## **The technology of organization of independent work for the foreign students during Ukrainian language teaching**

***Kushnir I.***

*PhD in Pedagogy, Associate Professor, Department of Slavic languages*

*Istanbul University*

*Istanbul, Turkey*

*e-mail: irina.kushnir.83@gmail.com*

Introduction. In the distribution of teaching hours of Ukrainian as a foreign language at the present stage there is a tendency in increasing of the number of hours of independent work of students. For example, in the curricula of the medical faculty of Kharkiv V.N. Karazin National University has the following distribution of

teaching hours in the first year: discipline "Foreign (Ukrainian) language" – 38 hours of practical classes per semester and 52 hours of independent work; discipline "Ukrainian language for professional purposes" – 30 hours of practical classes per semester and 60 hours of independent work.

The main problem is to organize a continuous process of learning the Ukrainian language by foreign students in limited time intervals and in extracurricular time. To solve this problem "it is necessary to expand the didactic space and time, to bring the process of learning a foreign language beyond the boundaries of educational activities in the field of independent work of students in order to organize and manage their educational activities outside the university schedule" (Baghuzyna, 2011). In this regard, it is advisable to find effective means of organizing and controlling the independent work of students while learning a foreign language, among which the most effective is considered web-quest technology (Fandej, 2010; Remizantseva, 2019).

The first web-quest technology was developed in the 90s of the twentieth century in order to control the acquired knowledge, skills and abilities of students, which would meet the current requirements and features of the educational environment. As noted by researchers, the first developers of web-quest techniques were San Diego, Bernie Jodge, Tom March. At the present stage, web-quest technology is a system of problem tasks with elements of role-playing games, for which it is necessary to use Internet resources (Tomlinson, Whittaker, 2013). Using web-quest technologies, the teacher gets an effective way to form learning motivation, creative understanding of the material, careful consolidation of knowledge and their effective control.

Scientists have described the use of web-quest technology in teaching a foreign language to students of non-language specialties, in teaching Russian as a foreign language, in teaching Ukrainian language and literature in the format of a school course. Note: the development of quest-methods of teaching Ukrainian as a foreign language we have not found, which confirms the relevance of this article.

As a result of reviewing the methodological literature, we concluded that at the present stage of methods development of teaching foreign languages web-quest technologies are used to solve the following tasks: 1) organization of work in the format of practical language lessons (creating a system of problem-solving tasks with role-playing elements in order to get as close as possible to the conditions of real communication); 2) organization of independent work of students (problem task for which Internet resources are used); 3) organization of control of students' academic achievements (at the stage of presentation of completed tasks in the form of prepared monologue about the results of work performed or dialogues-staging of certain speech situations, possible using visual aids, electronic presentations, videos, etc.).

The purpose of our article is the disclosure of the importance of web-quest technology for the organization of independent work and control of educational achievements of foreign students of philology while studying the Ukrainian language as a foreign language.

Presenting main material. Given that for independent work of foreign students of the medical faculty in teaching the course "Foreign (Ukrainian) language" more hours are planned compared to the amount of time for classroom classes, it is necessary to organize continuous learning of Ukrainian as a foreign language.

Independent work of students, by definition O. Kostenko, – planned, organizationally and methodologically oriented cognitive activity, which is carried out under the guidance and control of the teacher (Kostenko, 2014). The teacher's activity in the organization of independent work of students should include the following directions: development of a system of new tasks on a subject of various levels of complexity; provision of advisory assistance by the teacher depending on the individual characteristics of students and the level of complexity of the individual task; regulation of control frequency depending on productivity of performance of independent work (Kostenko, 2014, p. 53). Thus, the teacher of Ukrainian as a foreign language should develop a system of tasks for independent work of students, as well as create effective forms of its control.

There are the following types of independent work of students during the study of foreign languages: 1) independent work according to model (search for appropriate grammatical constructions in the text, composing sentences by analogy, etc.); 2) constructive-variable independent work (for example, the use of new grammatical or lexical material in oral speech after its processing with the teacher in practical classes); 3) heuristic independent work (organization of search activity of students on a certain topic by means of a foreign language with independent development and implementation of the work plan); 4) research independent work (used in preparation for student scientific conferences, by means of the language being studied) (Kotova and Savchenko, 2015).

It should be noted that for the course "Foreign (Ukrainian) language" for foreign students of the medical faculties, which is an express course for beginners. It is advisable to organize independent work on the model and constructive-variable independent work, because other types of independent work can be implemented at higher levels of foreign language proficiency than primary. We also concluded that it will be more effective to organize independent work of foreign students, which will provide sustainable motivation for their activities and constant communication with the teacher outside the classroom, which necessitates the use of web-quest methodology (which in pedagogy is also called "web-quest technology").

Web-quest technology is based on the use of information and communication technologies, network resources of the Internet [6]. The main advantage of these technologies is that they allow remote control of the learning process, providing the foreign student with the necessary learning tools, information and communication, stimulating his high personal activity in self-study and intercultural communication, which improves his communicative competence.

The pedagogical mechanism of activating foreign language communicative competence of students on the basis of web-quest technology is to create a micro-social educational network within the group quest, for example, in a chat to discuss organizational issues with teachers and students on social networks. Through these

networks there is a set of tasks aimed at forming the communicative competence of foreign students: 1) language, transformation, substitution, interrogative-appropriate, conditional-speech and speech exercises (according to the classification of U.I. Pasova); 2) personalized role-playing games; 3) problem tasks.

The use of web-quest methods in the organization of independent work of foreign students of philology during the study of the Ukrainian language allows to form skills in all types of speech activities through the use of Internet resources.

Thus, in the organization of independent work of foreign students of philology, you can use the capabilities of social networks, as mentioned above, or platforms for distance learning of students. Creating a constant communicative process with elements of cooperation will significantly increase the motivation to perform tasks for independent work. Thus, the personal involvement of students in the continuous information and speech activities in the interactive mode of tasks, their public presentation and evaluation.

The stage of public presentation and assessment allows you to use the web-quest method as a means of assessing the academic achievements of foreign students of philology after completing independent work (an example is given below).

Researchers have found that the web-quest methodology posted on social networks or on the distance learning platform should contain the following main elements (Gharbovska and Rozhok, 2015): 1) introduction, which must specify the timing of the work and provide a list of tasks; 2) links to network resources, which contain the necessary material for the web-quest: e-mail addresses, thematic forums, books or manuals from the library; 3) conclusions, which should contain an example of registration of results of the executed tasks or their presentation, any other projects.

Here is an example of the implementation of these elements of the web-quest methodology in the organization of independent work of foreign students of philology and its control on the conversational topic "My family".

To master this conversational topic it is necessary to study in practice a grammar topic "Gender and number of the noun" and master active vocabulary

(grandfather, grandmother, father, mother, grandson, grandson, etc .; engineer, teacher, singer, etc. pupil, student) of these conversational topic, after which foreign students receive the following tasks for independent work:

1) work on the model: in the group chat the teacher places a link to an electronic textbook and a list of tasks aimed at automating the skills of using the studied grammatical forms using active vocabulary of the conversational topic;

2) constructive-variable independent work: to connect through social networks with Ukrainian classmates and ask them about their families, to discuss in group chat, with elements of mini-competitions, which Ukrainian families are most interesting in the field of professional activity of their members (such tasks allow to form and improve speech skills by transferring skills to new speech situations);

3) control stage: presentation of one's own genealogical tree, on the example given by the teacher through references to certain sources (in the form of a diagram, as in Fig. 1, as well as a prepared monologue about one's own family).

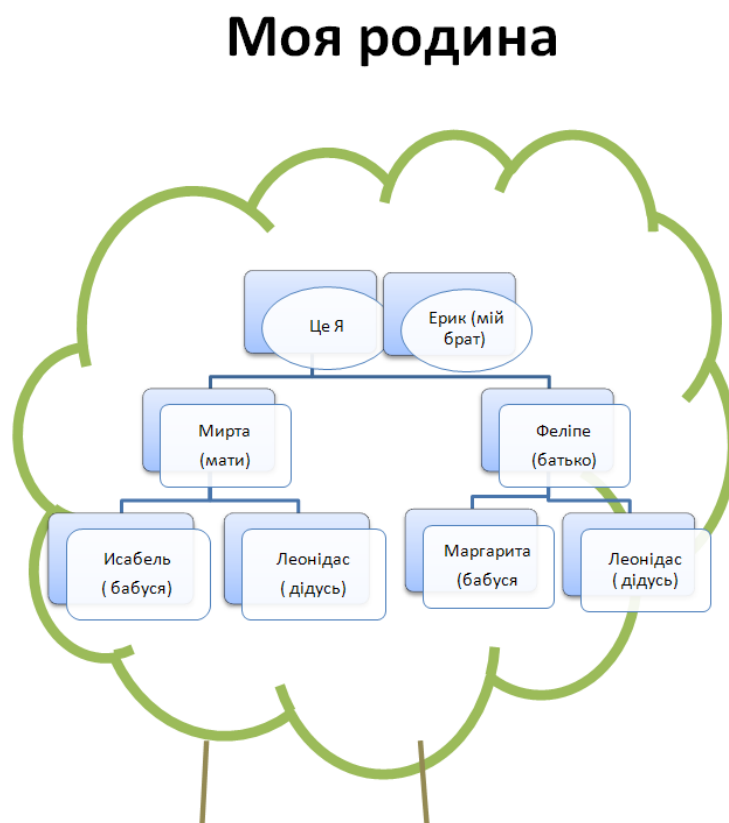


Fig. 1. An example of students' presentation of their own family tree on social networks

Working on the web-quest develops a number of skills: 1) the use of information technology to solve professional problems; 2) self-study and self-organization; 3) teamwork; 4) the ability to find several ways to solve the problem situation. The actual placement of web-quests on the network can significantly increase the motivation of students to achieve the best learning outcomes. Web-quest methodology has significant educational and developmental potential, because: 1) it is a model based on post-classical pedagogy. The model integrates a range of approaches, technologies, methods and techniques of teaching: problem-based learning, contextual learning, communicative approach, active learning methods, information and computer technology; 2) aimed at using a group form of work, what contributes to the development of communication skills and interaction skills; 3) can be used to make interdisciplinary links in the learning process; 4) promotes the development of critical thinking; 5) increases the motivation of students.

Conclusion. From all the above we can conclude that in the teaching of Ukrainian as a foreign language in terms of reducing the number of classroom hours, an important place is to increase the efficiency of independent work and control student achievement. To solve this problem, it is advisable to use a web-quest technique that allows: first, to organize a continuous learning process outside of practical language classes through the use of Internet resources; secondly, to create a stable motivation to perform independent work by organizing a virtual communication space; thirdly, to form and improve the communicative competence of students through the constant implementation of communicative tasks in accordance with the current level of language learning.

Prospects for further research may develop the principles of creating a distance learning web-quest complex of Ukrainian as a foreign language, which will help meet the communicative needs of foreign students of philology in extracurricular time and provide independent work of students with all necessary educational materials.

#### Literature:

1. Baghuzyna, E.Y. 2012. Veb-kvest tekhnologhija kak didakticheskoe sredstvo formirovanyja inozazychnoj kommunikativnoj kompetentnosti [The Web-Quest technology as a

didactic way of formation of foreign language communicative competence]. [online]. Available at: <http://www.dissercat.com/content/veb-kvest-tehnologiya-kak-didakticheskoe-sredstvo-formirovaniya-inoyazychnoi-kommunikativno> [cit. 2020-08-11] [in Russian].

2. Fandey, VA. 2010. Smeshannoe obuchenie vs obuchenie s podderzhkoj IKT [Blended Learning vs ICT Supported Learning], in Nazarenko, AL (ed.), *Informacionno-kommunikacionnye tehnologii v lingvistike, lingvodidaktike i mezhkulturnoj kommunikacii*, Moskva, iss. 4. 2010. pp. 100-104. [in Russian]

3. Gharbovska, L.Gh. and Rozhok, I.L. et al. 2015. Avtorskyj posibnyk «Veb-kvest na urokakh ukrajinsjkoji movy ta literatury jak zasib aktyvizaciji navchaljnoji dijalnosti uchniv» [Author's guide "Web-Quest on the lessons of Ukrainian language and literature as a means to enhance the training of students]. [online]. Available at: [http://osvita.ua/school/lessons\\_summary/edu\\_technology/45861/](http://osvita.ua/school/lessons_summary/edu_technology/45861/) [cit. 2020-09-14] [in Ukrainian].

4. Kostenko, O.V. 2014. Samostijna robota studentiv v umovakh osobystisno-orijentovanogho navchannja ta jiji informacijno-metodychne zabezpechennja pry vyvchenni inozemnoji movy [Independent work of students in student-centered learning and its informational and methodological support during learning a foreign language]. *Visnyk Zaporiz. nac. un-tu (Ser. Ped. nauky) [Journal of Zaporizhzhya National University (Teaching Science Series)]*, 2014. № 2(23). P. 52–61. [in Ukrainian].

5. Kotova, A.V. and Savchenko, N.M. 2015. Osnovni vydy samostijnoji roboty studentiv nemovnykh fakuljtetiv [The main types of independent work of students of non-linguistic faculties]. *Zbirnyk naukovykh pracj. Vykladannja mov u vyshhykh navchaljnykh zakladakh osvity na suchasnomu etapi. Mizhpredmetni zv'jazky. Naukovi doslidzhennja. Dosvid. Poshuky [Collected Works. The Teaching of Languages in Higher Educational Institutions Today. Intersubject Ties. Scientific Research. Experience. Search]*, 2015. P. № 27. 51 – 58. [in Ukrainian]

6. Remizantseva K. 2019. Using the Model of Blended Learning in Teaching the English Language to Students of Non-language Specialties. *Problemy inzhenerno-pedahohichnoi osvity [Problems of engineering and pedagogical education]*. 2019. № 64.P. 143 – 154. [in English]. ISSN 2074-8922

7. Tomlinson, B & Whittaker, C eds. 2013. *Blended Learning in English Language Teaching: Course Design and Implementation*, British Council, London. 2013. 252 p. [in English] ISBN: 978-0-86355-706-4

## **Викладання української мови в контексті дистанційного навчання**

***Ланова І.В.***

*ст. викл. кафедри професійної та соціально-гуманітарної освіти*

*Криворізький національний університет*

*м. Кривий Ріг, Україна*

*e-mail: lanovaya@ukr.net*

Інформаційні й комунікаційні технології стали новою революцією в сучасному суспільстві. Як відзначають науковці в педагогічній літературі, телекомунікації й комп'ютерні технології в навчанні відкривають дорогу новим